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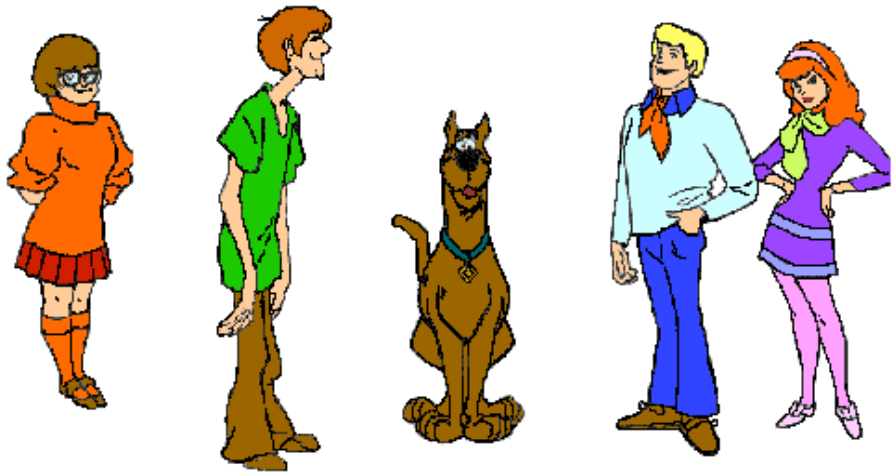
T410 Final Project
Integrating Literacy and Technology

Scooby Doo Unit



To classmates and teachers:

Below I have created a 30-day lesson plan intended for special education pull-out students who are reading around a 2nd grade level but are older in age. My intent was to create a unit that was interesting to the students yet at their level, while meeting the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS) and the Standards for the English Language Arts from the International Reading Association.

I also wanted to teach skills that would help the students succeed in other classes and later in life. One of the main skills is reading for comprehension, by taking notes and summarizing. Another main focus is the use of technology. I have chosen Scooby Doo books, to read because they are available at different reading levels, inexpensive and easy to find; plus most students enjoy Scooby Doo stories. Although this plan has daily lesson plans and routines, you may need to modify it to fit your class. The plan is based on a 75-minute language arts period. I hope you find this plan useful.

Classroom Environment

The classroom should have at least 1 teacher computer, 3-student computers-all Internet accessible. The computers should be set up in a way that the teacher may view them at any time. At each computer, there would be 2 chairs. There would be on large semi circle table, large enough to accommodate all the students in the class. This table would be facing a dry erase board. There would also be another small table with seating for 4 students and 4 individual desks. The classroom would also have a reading corner. This area would be away from the computers so the computers wouldn't distract the students.

The classroom library would be stocked with a wide range of books from Kindergarten level to 6th grade. There would be both non-fiction and fiction and both classic and contemporary works. The books would be from many different genres. I would try to get as many as possible Accelerated Reading books in the classroom library too. Included in the library would be several different magazines and a daily local newspaper. The teacher desk would be at the back of the room with a good view of the computers, reading area, tables and desks.

Materials needed:
Class sets of Scooby Doo books.
- 6 Picture card books
- 5 Level 2

Class set of Nate the Great
Class set of an interesting typing program.
Class set of Kidpix Deluxe
Word processing program

Week 1
Day 1
Objective: Students will practice keyboarding skills.

Lesson:
1.The computers would already be on and a typing program would be set up ready to go. The teacher will show the students where to type in their name and how the program works. One student will be on the computer and the other student would be observing. The students would switch after the first set of students have completed their tutorial.

Objective: Students will learn about and discuss the mystery genre, take notes and write a summary using the computer.

Lesson:
1. Discussion Questions- Responses will be written on the board.
What is a mystery?
When you think about mysteries, what comes to mind?
What is your favorite mystery book, movie, or TV program?
What do you find suspenseful?
What makes a good mystery?
2. Using student input, the teacher would model how to take notes from the answers to the discussion questions and write a summary about what a mystery is.
3. At the computers, with 2 students to a computer, show the students how to exit the typing program and how to bring up a blank word document. Students will type up the summary of what a mystery is with the aid of their partner. Show the students how to check spelling and how to save the document on the computer in their own file. (Each student will have his or her own file. If a document is co-written, then the document will be saved in both students' files.)

4. Students who are finished may start a new word document and explore the functions of the tool bar.
5. Spelling work-Specific spelling work isn't included in this unit of study. Spelling words could be taken from the difficult word list. The number of words may vary from student to student depending on their ability.

Day 2

Objective: Students will practice keyboarding, and self-select reading material.

Lesson:

1. One set of students will practice keyboarding on the computer using the same computer as yesterday so their progress is saved.
2. The other half of students will self-select printed material to read silently.

Objective: Students will learn mystery genre vocabulary, discuss character traits, make predictions and read with a purpose.

Lesson:

1. Before leaving the computers, students will bring up their summary of what a mystery is and 2 groups will read their summary.
2. Brainstorm words that may be found in a mystery. Student responses will be written down. The following words will also be added if the students didn't come up with these words: alibi, clue, deduction, evidence, red herring, sleuth, suspects and witness. The definitions of these words will be discussed.
3. Discuss Scooby Doo characters and their character traits.
4. The students will be given copies of Scooby-Doo (1), a picture clue card. A list of difficult words to read will be started on butcher paper on the wall. As a group we'll go through the words making sure all the students can read them and understands their meaning.
5.In the back of the Scooby Doo picture clue books, there are flash cards with a picture on one side of the card and the word of the picture on the other side. The teacher will quiz the students to make sure they know what each picture is.
7. Students make predictions of what will happen in the story and student responses will be written down. The students will then read the story aloud, taking turns, and reading together as a whole.
8. Spelling work
9. A parent permission slip will be sent home to allow students to use the Internet. The following sites will be the listed for parents to preview. Parents will be advised that if other sites are to be used the addresses will be sent home ahead of time for preview.

Scooby Doo websites:
http://promo.warnerbros.com/web/sd_brand/index.jsp Scooby Doo information
http://www.everwonder.com/david/scooby/ Scooby Doo information
http://www.cartoonnetwork.com/watch/tv_shows/scoobywhere/ Scooby Doo information
http://wtstsgalor.topcities.com/scooby.html Mistakes made in the Scooby Doo shows
http://www.execulink.com/~joelb/scooby/doobydoo.htm Scooby Doo episode review

http://www.scoobysnack.net/index.htm Scooby Doo information
http://www.geocities.com/uncledozer/scooby.html Scooby Doo information-personal site
http://www.bsu.edu/web/dsporter/Projects/Student_WebQuests/Scooby-Doo/ short Scooby webquest
http://www.tccsa.net/webquest/freund Nate the Great webquest
http://www.kidsreads.com/series/series-scooby.asp Scooby book reviews
http://www.qesnrecit.qc.ca/schools/olp/2mmsolve/previous.htm 2-minute mystery
http://www.sd22.bc.ca/silverstar/writing/mysteries/mystery1.html 2 minute mystery-easier
http://trace.ntu.ac.uk/kotn/motel/welcome.html monster hotel
http://www.weather.com/index.html weather
http://yahooligans.yahoo.com/ kids homepage

Day 3
Objective: Students will practice keyboarding, and self-select reading material

Lesson:
1.One set of students will practice keyboarding on the computer using the same computer as yesterday so their progress is saved.
2.The other half of students wills self select printed material to read silently.

Objective: Students will review vocabulary, read with a purpose, take notes, write a summary and learn new computer concepts.

Lesson:
1. Review mystery vocabulary words and the difficult to read words.
2. Reread Scooby Doo (1) story aloud. While reading the story, the teacher will model how to take notes on a story. At the end of the story, using the notes taken during the story, several students will verbalize a summary of the story.
3. Write a short summary of the story on the computer.
4. Read summaries off the computer. While at the computer, the teacher will show the students how to highlight words and sentences and then show the students how to make the print bold or underlined and how to change the font type and size.
5. Spelling work

Day 4
Objective: Students will practice keyboarding, and self-select reading material

1. Typing program.
2. Silent reading.
This will be the first 15 minutes of everyday until otherwise stated.

Objective: Students will review previous information, and read with a purpose.

Lesson:

1. Bring up and read aloud their summaries of the Scooby Doo (1) story. While at the computer, the students will be asked to change the font of each sentence in their summary.
2. Review the previous predictions of the story and discuss whether or not they were correct.
3. Review mystery vocabulary list. Students will be asked if they can find any of the words in the Scooby Doo (1) story**.** Students will be asked if any of the vocabulary words are inferred in the story-for example: Is there a witness? Who are the sleuths?
4. Review and add to list of character traits about the Scooby-Doo gang.
5. Review difficult word and add new words from next story, Scooby Doo (2).
6. Review picture story clue cards.
7. Make story predictions.
8. Read the story aloud, taking turns.
9. Spelling work.

Day 5

Objective: Students will practice keyboarding, and self-select reading material

1. Typing program.
2. Silent reading.

Objective: Students will review information, take notes, summarize for comprehension and learn new computer skills.

Lesson:

1. Difficult word list will be reviewed and the Scooby Doo (2) story will be reread. While reading the story, the teacher will model taking notes on the story. At the end of the story, the students will verbally summarize the story using the notes.
2. Summarize the story at the computer in pairs. While typing up a summary of the story, the teacher will show the students how to cut, copy and paste.
3. Discuss the mystery vocabulary and how it relates to the Scooby Doo (2) story.
4. Discuss story predictions.
5. Discuss mystery vocabulary words in relation to the story.

Week 2

Day 6

Objective: Students will practice keyboarding, and self-select reading material. Student will access a weather report on the Internet.

1. Typing and silent reading
2. One student in the silent reading group will be shown how to look up the weather for the day on the computer. It will be their job to tell the class what the weather is for the day and to show the next student how to look up the weather on the Internet using http://www.weather.com/index.html. This student will also look through the daily newspaper for any mysteries that might be happening in the news currently. When typing and reading is over, the weather student will report to the class the weather and about any

newspaper articles that a involve a mystery. This student and another student will switch off everyday, looking up the weather and looking for mystery type newspaper articles. (Next week, these 2 students will teach 2 new students how to look up the weather.)

Objective: Students will read another book. Take notes and write a summary. Students will review previous learned computer functions and learn how to undo typing and repeat typing.

Lesson:
1. Review the difficult word list and add new words. Review the picture clue cards.
2. Make story predictions.
3. Read, next Scooby Doo (3) story and tell the teacher when to take notes and on what.
4. Verbally summarize the story with the notes on the board.
5. Write a summary of the book on the computer. The cut, copy and paste function will be reviewed and the undo/repeat typing function will be taught.
6. Review the character charts and add or subtract information.
7. Review the mystery vocabulary and discuss how the vocabulary is inferred in the story.
8. Spelling work.

Day 7
Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing program
2. Silent reading.
3. Weather and newspaper check.

Objective: Students will continue practicing taking notes and summarizing. Students will review and learn new word computer functions.

Lesson:
1. Re-read aloud Scooby Doo (3) story.
2. Bring up summaries of Scooby Doo (3) story. The students will be given a checklist to edit their summary. The teacher will model how to edit a paragraph. One student will read the summary and their partner will go through the checklist and suggest corrections.
Capitals?
Periods?
Does each sentence make sense?
Is the sequence correct?
3. While at the computer, the students will learn how to change the color of the font and the background. They will practice cutting and pasting functions by mixing up their sentences in their summary. They will then paste this nonsense summary to a new document. The students will move to a different computer and unscramble the paragraph by using the cut and paste functions.
4. Check and discuss story predictions.

5. Review the difficult words list and add new words from the next Scooby Doo (4) story.
6.Make predictions what will happen in the story and responses will be written down.
7. Read Scooby Doo (4), taking turns.
8. Spelling work.

Day 8

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. The student from day 6 will look up the weather and read the newspaper.

Objective: Students will read and summarize a story.

Lesson:

1. Reread, Scooby Doo (4) story. The students will be asked to takes notes on the story. Students will compare and discuss their note taking.
2.Summarize the story verbally.
3. Write their summaries on the computer in partners. Use the checklist to edit their summary. The students will be told that this is a graded summary and that they will be graded on if the summary is edited properly using the checklist. Summaries of the story will be printed and turned in to the teacher.
4. Discuss predictions and mystery vocabulary.
5. Review the difficult word list and new words will be added for the next story, Scooby Doo (5) story. Picture clue cards will be reviewed.
6. Make story predictions and record predictions.
7. Read the story aloud, taking turns and taking notes on the story.
8. Spelling work.

Day 9

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather and newspaper report.

Objective: Students will read, take notes and summarize a story. Students will review difficult words list, picture clue cards, make predictions.

Lesson:

1. Reread the Scooby Doo (5) story and take notes.
2. Discuss notes and summarize verbally. Discuss predictions and mystery vocabulary.
3. Write summary on the computer and edit.
4. Review difficult word list and new words for new story Scooby Doo (6) story.
5. Review new picture clue cards.

6. Make story predictions.
7. Read story and take notes.
8. Spelling work

Day 10

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather and newspaper report.

Objective: Students will reread and summarize a story.

Lesson:

1. Reread Scooby Doo (6) and take notes.
2. Discuss summaries, predictions and mystery vocabulary.
3. Write summary on the computer and edit using the checklist.
4. Print and turn in summaries.
5. Go to 2-minute mystery on the Internet.
6. Listen and take notes as the story is read.
7. Discuss mystery vocabulary words in relation to the story.
8. Discuss the clues and possible solutions to the story.
9. Read solutions to the story.
10. Spelling work.

Week 3

Day 11

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. The student who checked the weather on Tuesday and Thursday will teach the next students how to check the weather on the Internet. These two students will alternate checking the weather and checking the newspaper for mystery stories.

Objective: The students will read with a purpose, and begin a character study.

Lesson:

1. Review difficult word list and add new words.
2. Make story predictions for the new story; Scooby Doo (1) level 2 series (not picture clue story)
3. Read and take notes, pages, 1-16.
4. Write summary.
5. Review the Scooby Doo characters and their character traits, group discussion.
6. Pair up the students and have each pair pick a character to research.
7. Paired students will make a plan of study to turn into the teacher for approval.
   -What do they already know about their character?

-What they want to know about their character.
-What others might want to know about their character.
-What resources they might use to find this information.

8. Spelling work

Day 12

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information

1. Typing and silent reading.
2. Weather and newspaper check.

Objective: Students will read with a purpose, summarize and continue with their character study.

Lesson:

1. Read summaries from yesterday's readings.
2. Continue reading, Scooby Doo (1) level 2 story and taking notes.
3. Finish up summary of the story, edit, print and turn in.
4. Discuss the story predictions and mystery vocabulary.
5. Discuss websites credibility.
6. Discuss using multiple resources.
7. Show students how to document their resources.
8. Allow pairs to look up information on their character- Internet, books (Scooby-Doo's Guide to Life and Scooby-Doo the Essential Guide), magazines (Scooby-Doo magazine), and the encyclopedia both in the library and on a CD Rom. The Internet sites will be book marked and the students will not be allowed to look at any other websites.
9. Students give a verbal summary of their progress for the day.
10. Spelling work.

Day 13

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather report and newspaper check.

Objective: Students will read with a purpose, summarize and continue with their character study.

Lesson:

1. Review difficult word list and add new words (words are taken off as they become automatic) from the new story- Scooby Doo (2), level 2.
2. Make story predictions.
3. Read story, pages 1-16 and take notes.
4. Write summary of the reading.

5. Continue researching their character
6. Show students how to copy picture of character off the Internet to their document.
    -find picture
    -highlight
    -right click, save as bitmap
    -save in student file
    -find file, open in paint program (can be manipulated as needed in paint)
    -paste picture to word document
7. Spelling work.

Day 13

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather report and newspaper report.

Objective: Students will read with a purpose, summarize and continue with their character study.

Lesson:
1. Read summaries from the day before.
2. Review difficult word list.
3. Read story, pages 2-32 and take notes in Scooby Doo (2), level 2.
4. Write summary of the whole book using yesterday's summary and edit using checklist.
5. Read summaries aloud, print and turn in.
5. Continue researching their character.
6. Write rough draft of character study.
7. Meet with each group to determine if they are meeting their original plan.
8. Spelling work.

Day 14

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather and newspaper report.

Objective: Students will continue working on their character studies.

Lesson:
1. Continue writing rough draft of character study.
2. Edit and revise character study.
3. Add pictures to character study.
4. Print out character study and practice reading it aloud to their partner. Each partner will read part of the character study.

5. Spelling work.

Day 15

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Typing and silent reading.
2. Weather and newspaper report.

Objective: Students will finish up their character studies and present them to the class. Students will read and take notes on a two-minute mystery.

Lesson:

1. Finish character studies.
2. Read character study to the class and post summary on the bulletin board. Students will be graded on whether or not they met their plan of study.
3. Bring up a two-minute mystery on the Internet.
http://www.sd22.bc.ca/silverstar/writing/mysteries/mystery1.html
4. Listen and take notes as the mystery is read.
5. Discuss the solution to the mystery.
6. Check solution to the mystery.
7. Spelling work.

Week 4

Day 16

Check school and district policies regarding e-mail accounts. Set up individual e-mail accounts for students if possible. Teacher will set up appropriate e-pals for each student. Teacher will collaborate with another e-pal teacher on what topics the students will discuss.

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report.

Objective: Students will read with a purpose, write a summary and learn about adjectives.

Lesson:

1. Review difficult word list.
2. Make story predictions about the sequence of the story.
3. Read, a new Scooby Doo (3) level 2 book (make sure this book has a monster), pages 1-16 and take notes.
4. Verbalize summary.

5. Write summary with partners on the computer.
6. Talk about adjectives and brainstorm adjectives-make a chart for the wall with adjectives.
7. Use adjectives to describe the monster in the story.
8. Go back to summary and add some adjectives.
9. Show students how to bring up their e-mail accounts and send a message to the teacher.
10. Spelling work.

Day 17

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Student will read with a purpose, write and summary and continue studying adjectives.

Lesson:
1. Read over summaries from day 17 and find adjectives.
2. Go over difficult word list.
3. Read pages 16-32 in Scooby Doo (3) level 2 and take notes.
4. Verbalize and write summaries adding in adjectives.
5. Edit using checklist, print and turn in.
6. Read descriptions of a monster from http://trace.ntu.ac.uk/kotn/motel/welcome.html
7. Brainstorm, as a class a monster (looks, likes, eats, lives, does) and take notes.
8. Write a description of a monster as a class.
9. Individuals brainstorm ideas about creating their own monster. The description should answer these questions-name? What does it look like, what does it eat, where does it live, what is special about it and what does it do?
10. Spelling work.

Day 18

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will write a descriptive paragraph and create a Kidpix picture of a fictional monster.

1. Using brainstorming ideas from the previous day, write a descriptive paragraph about a monster (some students will be on the computer and some will start with pen and paper).
2. Individuals will revise and edit monster description with a partner using a checklist.
3. Conference with teacher.
4. When paragraph is complete, students will explore Kidpix studio in the paint a picture program.
5. As students finish up their descriptions, they'll join others at the computer, exploring Kidpix.
6. Create their monster on Kidpix.
7. Spelling work

Day 19

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will finish up their monster descriptions and pictures and post them on Monster Hotel. Students will present their monster to the class.

1. Finish monster descriptions, revising and editing.
2. Underline all the adjectives in the description.
3. Finish monster picture on Kidpix.
4. Go tohttp://trace.ntu.ac.uk/kotn/motel/welcome.html, cut and paste description to website and submit.
5. Send email tokotn@ntu.ac.uk with the monster picture attached. Be sure to label the picture so the website can match the picture with the description.
6. Practice reading description aloud to a partner.
7. Read monster description to class and answer questions.
8. If time, go to http://trace.ntu.ac.uk/kotn/motel/welcome.html and participate in interactive story.
9. Spelling work

Day 20

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will write an email to an e-pal, which includes a description of themselves and asks thoughtful questions. Students will write a descriptive journal entry. Students will read with a purpose and take notes.

Lesson:
1. Half of the students will write an e-mail to an e-pal, which describes themselves and asks questions of their e-pal, e-mails cannot be sent with teacher permission.
2. The other students will journal write a descriptive paragraph-What would be in your dream room? Use and underline adjectives in journal write.
3. Students switch.
4. Read 2-minute mystery aloud, http://www.sd22.bc.ca/silverstar/writing/mysteries/mystery1.html, and take notes.
5. Discuss possible solutions.
6. Check solution to 2-minute mystery.
7. Spelling work.

Week 5
Day 21
Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will read with a purpose and write a summary of reading. Students will learn about nouns.

Lesson:
1. Discuss nouns.
2. Brainstorm list of nouns.
3. Go over difficult word list.
4. Make story predictions.
5. Read and take notes, Scooby Doo (4) level 2, pages 1-16.
6. Discuss notes and verbalize summary.
7. With partners, write summary on the computer.
8. Revise and edit summary.
9. Change all nouns to purple in the summary.
10. Discuss mystery vocabulary again and how it relates to the story. (what are the clues? Who is the detective etc.)
11. Students are to start thinking about writing a Scooby- Doo story of their own.
12. Spelling work.

Day 22

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will read with a purpose, write a summary, e-mail and discuss elements of a mystery.

1. Read summaries from day 21.
2. Go over difficult word list.
3. Read aloud pages 16-32 in Scooby Doo (4) level 2, and take notes.
4. Verbalize summary of the story.
5. Write summary of the story and add to previous summary.
6. Add 3 adjectives to summary.
7. Change all the nouns to purple in the summary.
8. E-mail summary to teacher.
9. Discuss predictions of the story.
10. Discuss the elements of a mystery: setting, characters (heroes and villains), crime or mystery, clues, solution, sequence of events, and take notes.
11. Spelling work

Day 23

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will read with a purpose, write a summary, review nouns and pre-write a mystery story.

Lesson:

1. Go over difficult word list.
2. Make story predictions.
3. Read aloud pages 1-16 in level 2 Scooby Doo (5) level 2 and take notes.
4. Verbalize summary from notes. Discuss nouns.
5. Write with a partner, summarize story, using 3 adjectives and making the nouns purple.
6. Discuss elements and vocabulary of a mystery.
7. Fill in pre plan of a mystery story, (http://www.mysterynet.com/learn/lessonplans/solving.worksheet.shtml); the students

will write which answers these questions-What is the mystery to solve? Who are the main characters (use the Scooby characters, create villain), describe each character and what is their participation in the story. What are the key clues? What is the solution to the mystery?
7. Conference with teacher.
8. Begin writing mystery story (1/2 on the computer, _ with pen and paper).
9. Spelling work.

Day 24

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will continue writing and revising mystery story. Students will read to themselves the story started on day 23.

Lesson:
1. Review elements of a mystery.
2. Finish pre-plan of mystery and conference with teacher.
3. Continue writing mystery story.
4. Print, revise and edit with a partner.
5. Students who are waiting for a computer will read pages 16-32 in the story, Scooby Doo (5) level 2.
6. Spelling work.

Day 25

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objectives: Students will finish mystery stories and respond to their e-pals and finish reading and summarizing story from day 23.

Lesson:
1. Finish mystery stories, print and turn in.
2. Print summaries from Scooby Doo (story.
3. _ of the students read and respond to e-pals. E-mails may not be sent until the teacher reads the e-mail

4. The other _ of the students will re-read pages 16-23 aloud from Scooby (5) story.
5. Read and discuss summaries of story.
6. Students switch-1/2 respond to e-pals and _ rereads Scooby story.
7. If time- read 2-minute mystery as a class, take notes and discuss solutions.
8. Check solution to the mystery.
9. Spelling work.
10. Optional: students create a picture on Kidpix to go with their story.
11. Optional: submit stories to http://www.kidauthors.com/

Week 6
Day 26
Before this week is started, the teacher needs to go through the Nate the Great webquest and 1. Ask for parent permission for students to view the various websites, 2. Get copies of the book, Nate the Great for every student, 3. Get webquest teaching materials together (see webquest) http://www.tccsa.net/webquest/freund

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report

Objective: Students will read for comprehension. Students will continue exploring nouns and explore a webquest.

Lesson:
1. Review difficult word list.
2. Discuss nouns.
3. Find nouns in the difficult word list.
4. Start new book, Nate the Great, read pages 1-10?, take notes.
5. Write summary on the computer in pairs.
6. Change all nouns to purple on the summary.
7. Go to Scooby Doo webquest.
http://www.bsu.edu/web/dsporter/Projects/Student_WebQuests/Scooby-Doo/
8. Talk about what a webquest is, and how it is set up: introduction, task, process, and evaluation.
9. Do webquest as a class.
10. Spelling work

Day 27
Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read

2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report.

Objective: Students will read for comprehension. Students will continue exploring nouns and explore a webquest.

Lesson:
1. Review difficult word list.
2. Read summaries of pages 1-10.
3. Make story predictions.
4. Read aloud, Nate the Great , pages 10-30.
5. Write summary of pages on the computer and change the nouns to purple.
6. Put students in groups of 3's or 2's
7. Go to Nate the Great webquest http://www.tccsa.net/webquest/freund
8. Read through the webquest as a class.
9. Hand out author profile worksheet.
10. Have students research and fill out author profile sheet.
11. Do spelling work.

Day 28

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report.

Objective Students will read for comprehension. Students will continue exploring nouns and explore a webquest.

Lesson:
1. Review difficult word list.
2. Read summaries from the day before.
3. Discuss predictions.
4. Read aloud, Nate the Great, pages 30-51.
5. Write summary of pages on the computer.
6. Go to Nate the Great webquest, do steps 3 (construct word list)
7. Do "Follow the clues web" as individuals.
8. Read, the rest of the book as a class aloud and take notes.
9. Write summaries on the computer.
10. Spelling work.

Day 29

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper mystery articles.
3. Give weather report and optional Yahooligan report.

Objective: Students will continue webquest.

Lesson:

1. Reread summaries of Nate the Great.
2. Go to Nate the Great webquest.
3. Do steps 6- create a crossword puzzle
4. Do step 7-share crossword puzzle with another group.
5. Do step 8-find a recipe that is Nate's favorite food. Print copy and explain/write down why you chose that recipe.
6. Start step 9, filling our an Inquiry sheet from the webquest.
7. Spelling work.

Day 30

Objective: Students will practice keyboarding, and self-select reading material. Student will access the Internet for information.

1. Type and silent read.
2. Check weather, go to Yahooligans and click on either, joke of the day, daily poll or ask Earl. Check newspaper for mystery articles.
3. Give weather report and optional Yahooligan report.

Objective: Students will continue webquest.

1. Continue filling out "Inquiry," work sheet from webquest.
2. Do step 10 of the webquest, "write a friendly letter."
3. Do step 11 of the webquest, conclusion and evaluations.
4. _ students respond to e-pals
5. _ do a journal write.
6. Do a 2-minute mystery as a class.
7. Spelling work.

International Society for Technology in Education (ISTE)
National Educational Technology Standards for Students (NETS)

1. Basic operations and concepts: keyboarding, word processing, printing, opening and saving documents, Kidpix.

2. Social, ethical and human issues: use of multiple sites, evaluation of author of site and author's purpose.
3. Technology productivity tools: word processing, Kidpix, and email.
4.Technology communication tools: email, publication of project.
5. Technology research tools: character profiles of Scooby Doo characters, Nate the Great webquest, daily weather and Yahooligan report.
6. Technology problem solving and decision making tool: character profiles of Scooby Doo, writing summaries for comprehension, accessing weather report and accessing information on Yahooligans.

Standards for the English Language Arts
International Reading Association

1. Students read a wide range of print and non print: Scooby Doo books, Nate the Great, 2 minute mysteries, Internet, newspaper, magazines and self selected materials.
2. Read a wide range of literature: Scooby Doo books, Nate the Great (this is an area in which this unit lacks, but could easily be met throughout a whole school year.)
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts: predicting outcomes of stories, note taking, writing summaries, applying vocabulary knowledge to stories, discussing stories, drawing conclusions (finding solutions to mysteries).
4. Students adjust their use of spoken, written and visual language to communicate with a variety of audiences: reporting verbally from weather report, Yahooligans and newspaper, writing summaries, descriptive writing (monsters), fictional writing (mystery story), email e-pals, and creating fictional monster pictures using Kidpix.
5. Students employ a wide ranges of strategies as they write and use different writing process elements: brainstorming, note taking, creating a plan of action (Scooby Doo character traits), using an editing checklist and revising.
6. Students apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique and discuss print and not print text: summary writing, word processing, Kidpix, large and small group discussions, and webquest.
7. Students conduct research on issues and interests by generating ideas and questions and posing problems: predicting and discussing mystery story outcomes, Scooby Doo character traits project, webquest.
8. Student uses a variety of technological and informational resources to gather and synthesize information and to create communication knowledge: Internet use, library use, CD Rom use, newspapers, magazines and books.
9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups and geographic regions and social roles: this unit doesn't address this standard.
10. Students whose first language is not English make use of their first language: this unit doesn't address this standard.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities: weather check, newspaper report, Yahooligan report, publication of monster, and communication with e-pals, webquest.

12. Students use spoken, written, and visual language to accomplish their own purposes: small and large group discussions, note taking, summaries, descriptive writing, mystery stories, e-pals, monster creation on Kidpix.

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